A
STUDY OF
ADJUSTMENT AND LIFE SKILLS OF ADOLESCENTS IN RELATION TO THEIR GENDER, TYPE OF SCHOOL AND RESIDENTIAL BACKGROUND

SYNOPSIS OF THE THESIS

Submitted by

Monika Thakur

Registration No.: **AU20EDPHD0051**

Under supervision of

Dr. Neelam

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

DECEMBER, 2021

A study of

ADJUSTMENT AND LIFE SKILLS OF ADOLESCENTS IN RELATION TO THEIR GENDER, TYPE OF SCHOOL AND RESIDENTIAL BACKGROUND

Approved as modified.

10/01/2022

SYNOPSIS OF THE THESIS

Submitted by

Monika Thakur

Registration No.: **AU20EDPHD0051**

Under supervision of

Dr. Neelam

NS/MA3
10/1/2022

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

10/12/2021

SCHOOL OF EDUCATION

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

DECEMBER, 2021

DECLARATION

I hereby declare that the dissertation synopsis entitled **"ADJUSTMENT AND LIFE SKILLS OF ADOLESCENTS IN RELATION TO THEIR GENDER, TYPE OF SCHOOL AND RESIDENTIAL BACKGROUND"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: CHAIL-CHOWK

Signature of the Scholar

Date: 13-02-2021

Name of Scholar

MONIKA THAKUR

CERTIFICATE

This is to certify that the thesis titled **"ADJUSTMENT AND LIFE SKILLS OF ADOLESCENTS IN RELATION TO THEIR GENDER, TYPE OF SCHOOL AND RESIDENTIAL BACKGROUND"** is an original piece of work done by Monika Thakur under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Chail Chowk

Signature of the Supervisor

13-12-2021

Date: 13th December 2021

Name of the Supervisor

(DR. NEELAM)

CERTIFICATE

Kindly add

……
……
……

INTRODUCTION

"The ability to read, writes, and analyze; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in the door and take your seat at the table - all of that starts with education."

…Michelle Obama

Education can be considered as a weapon to improve one's life. It is probably that tool which can change one's life. Education is as ancient as human race and is an important part of human society. Education of every individual starts at home. Education is that process which lasts lifelong. It positively regulates the value of a person's life. It is the thing which improves 1's knowledge and skills. Education helps to develop the personality and attitudes of individuals. It is the course of conveying or obtaining general awareness, evolving the clouts of thinking and conclusion and generally of formulating oneself or others logically for settled life. The goal of education is to develop social, intellectual, emotional, physical aspects of life. Education is a process in which knowledge, character and behavior of the person is shaped. Thus, education becomes some total of all experiences that the child receives either in the school or outside. It is the development of all those proportions in the individual which empower him to regulate his environment. But' today's education system hardly gives any assurance to a successful life. We are living in the era of science and technology, which spread its limbs in every walk of life, therefore, education practices have been changed according to the need of global society. Education of teenagers has been a matter of major distress all over the world.

Puberty is a period of intellectual and corporeal changes in any person. During this period, they start to recognize their role in society and find themselves in a constant struggle between dreams and reality. In adolescent period, one must mark tuning with family and the society. Children who don't have taken changes positively suffer from individual and social problems. Individual aspect is how an individual makes him free from internal conflicts, tensions and become skillful to adapt and to solve new situation and problems. While the common trait of adjustment tells how a person form a acceptable connection between himself and his neighboring, and between wants and demands with other peoples. Puberty can be a frenetic, not only for the teenagers but

also for the parentages and grown-ups who effort with the teen-agers. Likewise, young one at this phase of life feels a distance with their parents. They may face problems regarding their choices, career choices, decision making, conflicting conditions etc. Adolescents usually suffer from mismatching of their abilities and desires. If these problems are not solved at proper time, these may create psychological problems for their future adjustment.

CONCEPT OF ADJUSTMENT

Adjustment is essential for living a blissful and pacific life. It is a lifetime process, which lasts whole life. Different circumstances arise in family, institute, and workplace where a person bounce little of his difficulties and receive what is prevailing. Adjustment is the practice of reaching at balance level between requirement of a person and his gratification.

School and home environment performs in learning adjustment to a person. Adjustment is a practice which allow person to adjust his personal behavior according to present environment and to very his actions accordingly. It means how adeptly some specific can perform his responsibilities in varying conditions (Rani, 2017).

DEFINITIONS OF ADJUSTMENT

Several authors define adjustment in their own ways. Some of them are given below:

James Drever (1952) (in Mangal, 2007, p. 490), "Adjustment means the modification to compensate for or meet special conditions."

Carter V. Good (1959) (in Mangal, 2007, p. 490), "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or change in the environment. The favourable neutral and unfavourable adaptation of an organism to external and internal stimulation and the process by which individual or groups accept, compromise with or acquire with social forces or one another."

Crow and Crow (1956) (in Mangal, 2007, p. 491), "An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment".

L. S. Shaffer (1961) (in Walia, 2007, p.392) "Adjustment is the process by which a living organism maintained a balance between its needs and the circumstances that influence the satisfaction of these needs.**"**

In the light of above definitions, we can say that the capability of an individual to adjust himself pleasingly in environment is called adjustment. It is the process of directing one's efforts towards modification of behaviour and attitudes.

CHARACTERISTICS OF A WELL-ADJUSTED PERSON

A well-adjusted person possesses the following characteristics (Walia, 2007):

1. Self-respect
2. Independent in decision.
3. Maturity in thinking.
4. Emotional balance.
5. Healthy philosophy of life.
6. Flexibility of his behaviour.
7. Aware about own strengths and weaknesses.
8. Strong will power.
9. Capable to deal with odd circumstances.
10. Socially adjusted.

SCOPE OF ADJUSTMENT

Adjustment can depend on the vital component like personal and environmental but specifically these can be further categorised as:

1. **Adjustment in Society**: The act of establishing good relation between family, neighbours, classmates, friends and other social relations can be termed in social adjustment. Social adjustment needs the improvement of social qualities in an individual. A socially mature person behaves and follows social customs and norms.
2. **Adjustment at Home & Family**: Home is an essential part of human life. The process of adjustment started at the home. Proper home adjustment makes good personality of adolescent which influence their education and future life. Adjustment during adolescent can be challenging and unpredictable. The bond

among the members and their manners plays important role in the adjustments of a child. All challenging and aberrant conduct is the effect of that adjustment and maladjustment. If the family relation is good definitely the person is well developed into a well-adjusted individual.

3. **Adjustment at School or Occupation**: School is major socialized place of child where he shares his different bonds. At this place the child encounter with different emotions learns social communication and mange's day to day interaction at home and school. School environment greatly effects on the adjustment of the child and the adolescent. How child is happy with his school infra, its discipline, schedule, extracurricular events, teaching process, class and school fellows, lecturers and head of the institution, is completely in the pattern of this total adjustment.

FACTORS AFFECTING ADJUSTMENT

Basically, adjustment is the capability of somebody to fulfil its needs considering the surrounding. There are some factors which can affect adjustment. These factors are:

1. **Psychological factors.**

Disturbed nature, changing behavior such as displeasure and abnormal reactions are the various contributing factors that affect the mentality and behavior of a children.

2. **Psychosocial factors**

There are various factors that cause adjustment problems in spite of frustration such as environment that mold the child behavior and experience received by child at home.

3. **Psychological factors**

As the mind affects the body, the bodies also have serious consequences on mind. There are some physiological factors which are responsible for adjustment problems in adolescents. The various chronic diseases like brain damage also have a great impact on child's behavior.

MAJOR ADJUSTMENT PROBLEMS OF ADOLESCENTS

Adolescence is the distinctive phase for children's and their parents. Knowing the needs and fulfilling them is the best outcome of this age. The child encounters with lots of problem in this period, the best part to overcoming these problems is to face them.

1. **Physical Problems**

These changes happen due to change in hormonal level (mentioned in Adolescents: Health risks and solutions).

1. During adolescence the major change that occurs in boys is change in voice and growth of hairs on different parts of body.
2. Boys and girls both face acne problem during adolescence.
3. Girls get sensible about their physical appearance. In starting development of full breast can make them feel awkward.
4. Girls start having periods during adolescence.
5. Boy's odor becomes evident.
6. Muscle gain centrals to unnecessary body weight in adolescents.
7. The development of public hairs in teenagers get start during adolescence period.

2. **Psychological Problems**

Adolescents may have self-possession issues. The feeling of lowliness and superiority may rise from their presence and acceptance of their body (cited in Gongala, 2021).

1. Poor marks in academics can discourage them. They cultivate that 'I'm not good enough' attitude towards life.
2. Sadness is also a communal psychological problem arises in adolescence.
3. Anxiety and compression among the children's initiates' anxiety issues, where mood swings cause conduct disorder.

3. **Emotional Problems**

Adolescence is the phase amid maturity and infantile. The adolescent generally remains confused among their accountabilities as rising adults and requirements as children.

1. They tend to feel overly emotional whatever makes them happy, enthusiastic, annoyed or angry.
2. Girls (Adolescent) are liable to crying.
3. Change in mood common between adolescent youngsters.
4. Physical changes result in uncomfortableness.
5. adolescents who hit teens early can feel odd.
6. Feelings of inferiority or superiority may arise at this time.

4. Behavioural Problems

Child starts questioning the rules settled by their parents and likes to be live freely even without any restriction.

1. It becomes quite difficult to deal with complicated situation due to fluctuating moods and rapid growth.
2. Carelessness, risk and trying new things become focus in adolescent stage.
3. The adolescents try to fit in each situation with their peer groups and thus develop those habits which are impossible to leave in next stage of their life.
4. The child starts lying often during adolescent period.

5. Educational Problems

1. They must perform better to get admission in college, which may cause frustration and mood swings in adolescence.
2. Due to the burden of extracurricular activities, along with the school homework. They feel tiered every time.
3. Disturbances at school can have bad effect in academic performance, which leads to pressure.

6. Social Problems

1. Adolescent start filling awkward in social situations due to the hormonal imbalance.
2. The adolescents start thinking about various things which reshape their behavior and convey various good and bad habits in their life.
3. The adolescents start experiencing attraction toward opposite sex and sometimes they fall in a situation where they don't have idea how to tackle any particular situation.

4. Use of social sites such as Facebook, What Sapp enlarged the peer groups of adolescents.
5. Self-esteem among adolescent starts developing during this stage. The development of confidence is the major contributing factor which stimulates the adolescent.

These problems, internal conflicts and societal expectations may create dissatisfaction, doubt and uncertainty about their life. There may be some possibilities that the adolescents get diverted from their path and indulges in undesirable deeds. With the changing scenario, there is great need of life skills education to handle the encounters of life.

CONCEPT OF LIFE SKILLS

Life skills are skills that formulate an individual to live freely and productively inside a society. Life skills are subset of 21st century skills. We can say, these skills help people to deal successfully with the need and challenges of daily life. These skills help peoples to manage day- to-day life affairs. These can be developed through experiences and education. Life skills may vary from society-to-society depending on communal norms and community expectations. Life skills help us in leading one's life to their full potential.

Definitions of Life Skills

In present time the term 'Life Skill Education', is generally used but it is also known living skills. However, these are different from each other. Living skills as the name advocates, are skills, associated to generate revenue to accomplish one's everyday/individual financial goals and the life skills can be defined as follows:

According to the **United Nations Children's Fund (UNICEF)** (cited in Neelam, 2019) life skills are, "a behavior changes or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills." The UNICEF definition is based on research indication that recommends that shifts in menace performance are not likely if familiarity, attitudinal and skill-based proficiencies are not addressed.

World Health Organization (WHO) 1993 (cited in Neelam, 2019) defined life skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life".

According to **Dictionary.com**, life skills state to "the ability to cope with stresses and challenges of daily life, especially skills in communication and literacy, decision-making, occupational requirements, problem-solving, time management and planning." (Cited in Neelam, 2019).

Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life (Dorji and Yangzom, 2018).

CATEGORIES OF LIFE-SKILLS EDUCATION

The principal life skills areas are everyday living skills (Neelam, 2019). These are mentioned below:

1. **Everyday living skills**

   Everyday living skills contain possessions like handling finances and managing time, developing good health habits, cooking, and dusting. They are the skills needed for supporting a family and running household needs.
2. **Self-development skills**

   Self-development skills comprises self-reflection and empathetic, taking accountability for conclusions, pressure management, flexibility, serious thinking and goal setting.
3. **Social skills**

   Skills including coordination, communication and heeding, understanding, negotiating, and conflict determination are segregated as social skill. These skills help students to nourish their relationships outside the school, at their workplace, in society and moreover the relationships they will have with the own self.
4. **Occupational skills**

   Occupational skills focus on finding and retaining employment. This includes tasks such as creating resumes, preparing for meetings, and developing integrity in the workplace.

IMPORTANCE OF LIFE-SKILLS EDUCATION

Adolescence is a stage to grow and develop. In this stage every pupil encounter with psychological and philological changes (Jitender, 2014). At this stage the student expands its region of friendship from family and parents to peers and with the outside world. Along with emotional up and downs this time is important for developing interpersonal skills and to stabilize emotional side. Life skills are much required in 21st Century. The importance of life-skills education may be shown as:

1. Life skills education helps adolescents to develop healthy emotional and social skill during their transformation from childhood to adulthood.
2. These helps adolescents in the development of public ability and problem-solving skills, which help them to form their personal individuality.
3. These helps weigh the strengths and weaknesses of the situation and therefore act as an intermediary for problematic behavior.
4. It encourages the development of positive self-esteem and teaches anger control.

The **World Health Organization (WHO)** (cited in Neelam, 2019), having understood the inestimable role life skills play in our lives, has already felt the need for inculcation of life skills in the minds of students the world over so as to equip these citizens of the future with the skills necessary. It has short-listed ten of the most fundamental life skills for this purpose. They are:

1. Self-Awareness
2. Responsiveness
3. Deciding
4. finding solution
5. Effective Communication
6. Interpersonal Relations
7. Imaginative Thinking
8. Serious Thinking
9. Handling Emotions
10. Managing Stress

If anybody wants to meet the requirements of ever-changing world, life skills education play an important role to encounter the problems of day-to-day life (Dorji and Yangzom, 2018). Students essentially want new living skills to manage tension and difficulty to match with the fast life. Life skill education helps people with culturally diverse choice and let them to globally successful adult and prepares them for competition by enhancing their psychological competencies so that they can break communication barriers with partner, teacher, and unable adolescents to handle stressful situations effectively.

REVIEW OF RELATED LITRATURE

Meena and Ritu (2021) in "Life skill among secondary school students" deduce no significant difference among personal life skill students on the basis of gender. The result also indicated that overall life skills difference significantly.

Chaulia (2020) Aimed to examine the EA (educational adjustment) of adolescents with regards to their existence competencies or life skills. Results discovered no direct relation among educational adjustment and existence competencies amongst youngsters. Study in addition discovered no significance that imply rankings of existence competencies amongst youngsters.

Jalal (2020) conducted an adjustment study between urban and rural students. Randomly 80 students were selected from Nainital district of Uttarakhand. The finding discovered that on the basis of locality (urban and rural) there was no significant difference among students.

Kasundra and Singh (2020) directed a study on "adjustment between secondary school pupils on basis of their area of living and their gender. In this study the investigator has taken the data of 120 students segregated as 60 /60, boys/girls in Rajkot district. Study revealed that there was no significant alteration among the mean scores of adjustments between the secondary school students on bases of their living area, and the investigator has found a significance difference in the communicating effect of mean score of adjustment amid the gender and residential area.

Rani, Sonu and Neeraj (2020) conducted a study entitled "A Study on Life Skill of Senior Secondary Students" and concluded that female students have good life

skills in conclusion making, problem resolving, understanding, self-awareness, communication skill, social relationship, coping with feelings, coping with anxiety, imaginative thinking and critical thinking as comparison to boys

Kaur and Singh (2019) examined "Adjustment Patterns of adolescent students in relation to academic stress". Investigator arranged data of 100 boys and 100 girls studying in private as well as in government school. The results revealed that the adolescent boys are less adjusted than adolescent girls. Also, adolescents of government school have better adjustment as compared to adolescents of private school.

Kaur and Gupta (2019) studied "adjustment among the secondary school students in relation to their home Environment". The sample constitutes of 200 students of 11th class from Government Senior's Secondary school located in the urban and rural area. The finding revealed that on the basis of gender home environment of secondary school students have no difference, but results show important association between the adjustment and home environment of secondary school pupils.

Neelam (2019) wrote an article entitled "Life skills education: Let your learning led to action" with an objective to highlight the need of life-skills education in changing scenario. The author discussed a brief history of life-skills education, its importance and major challenges for life-skills education. Some Suggestions were also made by author regarding some basic life-skills that should be introduced in schools like time management, managing money, first aid, learning from failure, self-defense, healthcare and health insurance, cooking, thinking, conversation and balancing mental health for a better life.

Rena and Menka (2019) in "Life skill education: Concern for educationist for holistic development of adolescents" has discussed the use of life skill for the adolescent and help them to face the problems which they encounter. The author has discussed that the life skills must be included in the education which can help the pupil to understand the difficulties better. The author also inferred that the teaching of life skills school in the educational institute helps in the reduction of negative pressure such as drug lenience and decreases the pressure among the students so that students can compete with their peers bitterly and use their critical thinking and problem-solving capability to prevent their self from the abuse.

Alam (2018) directed a study on "adjustment of senior secondary school students". The sample of 220 students of 11th class was taken from Sen. Sec. School located in the rural and urban areas. The data was collected by adjustment inventory for school students constructed and standardize by A.K. P Sinha and RP Singh (1971). He investigated that the adjustment of senior secondary school students with respect to their gender, location, type of school has a significant difference on the basis of the stream as taken, Science and social science.

Dorji and Yangzome (2018) in "Life Skills Education as a Positive Disciplining Intervention for Students with Disciplinary Issues in the School" recommended that all educators, regardless of the subject must generate chances for pupils to exercise life skills within and outside the teaching space.

Rawat and Singh (2018) directed a study on "Life skills of senior secondary students": A study of Mau Nath Bhanjan city. Study discloses that most of pupils have normal level of life skill while very few have high level of life skill.

Wadhawan (2018) examined "emotional, social and educational adjustment of senior secondary students of Panchkula". The sample consists 200 students of 11th class was taken who were studying in the government and private school of Panchkula. Data was collected by using adjustment inventory (1971) and analysed by using t-test. He concludes that girls are better in adjustment as comparison to boys.

Gupta and Mehtani (2017) directed a study on "Adjustment among secondary school students: A comparative study on the basis of academic achievement and gender". The sample comprised of 250 students from secondary school. Adjustment Inventory (2013) was used to collect data. Collected data was evaluated by using ANOVA and t-test. He concluded that the adjustment of secondary school students is affected by academic achievement and gender of students.

Prajapati, Sharma and Sharma (2017) conducted a study on Significance of life skills. Study determined that life skill education is important for the all-round development of students. Imparting life skill education to the students can help them in inspiring, providing applied, intellectual, sensitive, communal, and self-management skills for life adjustment.

Rani (2017) conducted a study of adjustment problems among adolescents. Sample of 200(100 Govt. and Private) adolescent school students has taken. Adjustment inventory developed by R.K Ojha, 1968 was used to collect data. Collected data was analyzed by mean, standard deviation and t-ratio. The findings revealed insignificant differences in adjustment problem of boys and girls on basis of their school of study (Govt. and Private).

Rashmi (2017) in her paper focused on the problems faced by the rural adolescents. She also focused on how life skills education helps these students to resolve every day challenges in their life effectively by positive attitude. The author also concluded that life skill education should be a part of curriculum which can help adolescent to develop good interpersonal relationships with their personal well-being.

Thanikaivel (2016) examined "adjustment problems among school going adolescent students". The sample consist 200 adolescents (100 male and female) of class 10+1 and 10+2 aged between 16 to 19 years to assess their level of adjustment in home health, communal, emotional, and educational level. The study revealed that overall adjustment among male student found better than females.

Jitender (2014) in "Life skill education for adolescents: Coping with challenges" had discussed the requirement of life skill education for adolescents as in highly competitive world and in absence traditional norms unnecessary stress, anger issues led to the low performance and disruptive behavior of school going children.

Makwana and Kaji (2014) conducted study on "adjustment of secondary School student in a relation to their gender". t- test has been utilized to know the mean difference among secondary school students w.r.t their gender. The finding showed that boys and girls of secondary schools have no difference on basis of home, school and emotional adjustments.

. **Paramanik and Mondal (2014)** steered a study on "adjustment of secondary school student with respect to gender and residence". The sample covered 471 students (234 boys and 237 girls) of class 10^{th}. The finding discovered that male and female students residing at urban and rural areas have no difference in their adjustment level.

Chauhan (2013) conducted a study on "adjustment of higher Secondary school (HSS) students of Durg District". Data was collected by using the adjustment scale constructed by A.K.P Sinha and R.P Singh. Analysis of data was done by using t-test. The finding concludes a difference in the adjustment of HSS students as girls have better adjustment level than boys.

Mysore, Vranda and Rao (2011) in "Life skills education for young adolescent –Indian experience" concluded that children depend upon their parents and family economically. If adolescent want to prepare their self for successful, better and independent life then they need to enhance their psychological competencies by getting life skills education.

Stanley, Comello, Edwards and Marquart (2008) conducted a study entitled "School adjustment in rural and urban communities: Do students from "Timbuktu" differ from their "City Slicker" peers?" Sample of 16738 students (7th to 12^{th}) living in different communities in rural and urban were taken. The findings revealed that there was no direct relationship between the locality and school adjustment.

NEED AND SIGNIFICANCE OF THE STUDY

Education as we know is the most powerful instrument used to shape the future of nation. From kindergarten, primary and secondary, secondary education has a certain part in progress of a teenager. This period of education continues form the age of fifteen to eighteen years in which the stress is taken for basic tools of learning and understanding to the use and extension of the tools in discovering areas of thoughts and thinking which comes under the scope of basic life skills. It supports a person in their overall social, emotional, cognitive development. The promotion of mental health in teenagers through life skill education aids in the growth of their emotional intelligence, self-confidence, and capacity for sound judgement as well as for critical and creative thought. Adolescence is an important stage of every individual's life as the foundation of future education and development of life skills lay down in this stage. In present time life skill education and its influences on education is the most concerned area of education system. It also helps adolescents to maintain good relationships with parents and other individuals. When individuals develop all important skills to manage challenges, they feel more self-confident, inspired and grow an optimistic attitude

towards life. If adolescent want to prepare their self for successful, better and independent life then they need to enhance their psychological competencies by getting life skills education (Mysore, Vranda and Rao, 2011). Adolescence is that phase of the life which usually can be deliberated as “re birth” as many physiological, emotional, cognitive modifications take place. Education help man to make adjustment with himself and the humanity. All human struggles to maintain their basic needs such as hunger and safety from damage. Humans also try to fulfil their inner desires for emotional security, acceptance etc. The process of adjustment is dynamic rather than static in nature. Due to the fast physical and mental changes that occur during adolescence, it is generally thought that this is a time of intense stress and storm. (Stanley Hall in Walia, 2007). Every individual has impact of the environment where he/she is born and brought up. Moral adjustments make the adolescents to feel honoured, self-righteous and encourage them for upcoming victory. Also, it encourages them to be an autonomous thinker and build their self-confidence and advance the intellectual health.

Change in the life style of any individual life demands changes in communal, ethical, honest and spiritual values of society. These changes are unescapable and the one who is affected by these changes the most are adolescents. As these changes involve bodily, mental and communal well-being of adolescents, resulting in experience to risky behaviour. To remove these problems the adolescents, need to attain life skills. Some basic life-skills that should be introduced in schools are time management, managing money, first aid, learning from failure, self-defence, healthcare and health insurance, cooking, thinking, conversation and balancing mental health for a better life (Mysore, Vranda and Rao, 2011; Jitender, 2014 and Neelam, 2019). Regardless of the subject, students need to exercise life skills inside and outside the teaching space (Dorji and Yangzome, 2018). Many studies showed that numerous psychosocial aspects and life skills discrepancies are the facilitating features which results in behavioural, psychological and health related issues among adolescents. Hence this is the need of the hour to deliver a life-skills education to present generation especially to the adolescents as they need to know how to set goals, order their needs and how to set equilibrium in their lives. Taking into the consideration the above factors, the present study is a steeping effort to study the adjustment problems and life skills of adolescents

in relation to their gender, type of school, residential background. Thus, the present study is purely significant and deserving of the attention it has gain.

STATEMENT OF THE PROBLEM

"A Study of Adjustment and Life Skills of Adolescents in Relation to their Gender, Type of School and Residential Background"

RESEARCH QUESTIONS

1. Will there be any relation between adjustment and life skills of Adolescents?
2. Does gender, type of school and residential background have any effect on the adjustment and life skills of Adolescents?
3. Will there be any difference in adjustment and life skills of adolescents based on gender, school type and residential background?
4. Will there be any interaction based on gender, school type and residential background in relation to the adjustment and life skills of Adolescents?

OBJECTIVES OF THE STUDY

Following objectives has framed by keeping in view the statement of the problem and by reviewing the related literature:

1. To study the relationship between Adjustment and Life Skills of Adolescents.
2. To study and compare the Adjustment of Adolescents in relation to their Gender.
3. To study and compare the Adjustment of Adolescents in relation to their Type of School.
4. To study and compare the Adjustment of Adolescents in relation to their Residential background.
5. To study and compare the Life Skills of Adolescents in relation to their Gender.
6. To study and compare the Life Skills of Adolescents in relation to their Type of School.
7. To study and compare the Life Skills of Adolescents in relation to their Residential background.
8. To study the interaction effect of
    (a) Gender and Type of School

(b) Gender and Residential background

(c) Residential background and Type of School

(d) Gender, Type of School and Residential background

with regard to the Adjustment of Adolescents.

9. To study the interaction effect of

(a) Gender and Type of School

(b) Gender and Residential background

(c) Residential background and Type of School

(d) Gender, Type of School and Residential background

with regard to the Life Skills of Adolescents.

10. To develop and standardize a Scale for measuring Life Skills.

HYPOTHESES OF THE STUDY

The following are the hypotheses of the present study corresponding to its objectives:

1. There will be no significant relationship between Adjustment and Life Skills of Adolescents.
2. There will be no significant difference in the Adjustment of Adolescents in relation to their Gender.
3. There will be no significant difference in the Adjustment of Adolescents in relation to their Type of School.
4. There will be no significant difference in the Adjustment of Adolescents in relation to their Residential background.
5. There will be no significant difference in the Life Skills of Adolescents in relation to their Gender.
6. There will be no significant difference in the Life Skills of Adolescents in relation to their Type of School.
7. There will be no significant difference in the Life Skills t of Adolescents in relation to their Residential background
8. There will be no significant interaction between

(a) Gender and Type of School

(b) Gender and Residential background

(c) Residential background and Type of School

(d) Gender, Type of School and Residential background

With regard to the Adjustment of Adolescents.

9. There will be no significant interaction between
    (a) Gender and Type of School
    (b) Gender and Residential background
    (c) Residential background and Type of School
    (d) Gender, Type of School and Residential background

    With regard to the Life Skills of Adolescents.

DELIMITATIONS OF THE STUDY

This study will be delimited to following aspects.

- Adjustment and Life Skills of Adolescents will be taken as dependent variable while Gender, Type of School and Residential background will be considered as the independent variables in this study.
- The study will be restricted to adolescents of 10+1 and 10+2 class who are studying in government and private schools affiliated to Himachal Pradesh Board of School Education, Dharmshala.
- The study will be restricted to four districts namely Kangra, Mandi, Shimla and Sirmour of Himachal Pradesh.
- Descriptive research will be used by adopting survey method.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

1. **Adjustment** states the behavioural procedure of matching conflicting needs, or needs tested by problems in the situation. In the present study, adjustment is a acceptable association between individual and situation with respect to communal adjustment, demonstrative adjustment and informative adjustment.
2. **Life skills** are capabilities for adaptive and constructive behaviour that allow humans to deal successfully with the difficulties and encounters of life. In the present study, the Core "Life Skills" addressed by WHO i.e., Problem-solving, Choice-making, Serious Thinking, Imaginative Thinking, Communication Skills, Self-Awareness, Pressure Management, Understanding and Personal Relationship will be taken into consideration.
3. **Adolescents** mean those individuals who are in adolescence period. Adolescence is the phase of life between childhood and adulthood. In the

present study, students studying in 10+1 and 10+2 class in government and private schools affiliated to Himachal Pradesh Board of School Education, Dharmshala will be considered as adolescents.

4. **Type of school means** that either the school is run by governments or by private body.
5. **Residential background** means whether the adolescent taken in study belongs to rural or urban area.

RESEARCH METHODOLOGY

Survey method under descriptive research will be followed in the present study.

SAMPLING

Multistage sampling technique will be used for collection of data.

First stage

In the first stage the 12 districts of Himachal Pradesh will be ordered from rank 1 to rank 12 depending upon the number of schools in each district. This will be done on basis of the report of Statistical Abstract of Himachal Pradesh (2018-19), Department of Economic and Statistics Government of Himachal Pradesh, Shimla. Top four districts will be taken for final data collection.

Second stage

In the second stage, a list of educational blocks existing in selected districts will be prepared and educational blocks will be selected by employing random sampling technique.

Third stage

At the third stage, a list of secondary schools in each sampled educational block will be framed by applying convenient sampling.

Fourth stage

In the last stage, researcher will apply quota sampling to get the final sample.

By following above mentioned steps, a sample of 1200 adolescents of 10+1 and 10+2 class who are studying in government and private schools affiliated to Himachal Pradesh Board of School Education, Dharmshala will be collected.

VARIABLES OF THE STUDY

Categorisation of variables in the present study will be as follows:

Independent Variables

- Gender
- Type of School
- Residential background

Dependent Variable

- Adjustment
- Life skills

RESEARCH TOOL TO BE USED:

1. Investigator will develop and standardise a scale for measuring 'Life Skills' of adolescents.
2. Adjustment Inventory developed by Prof. A.K.P. Sinha and Prof. R.P. Singh (2019).

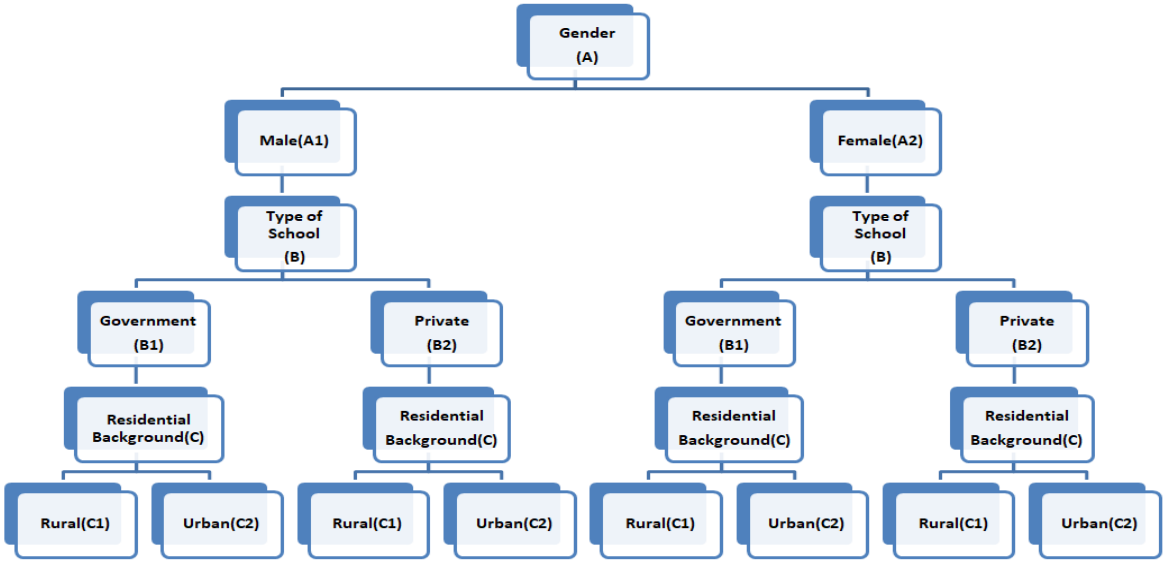
RESEARCH LAYOUT

In the present study 2x2x2 factorial design will be used to analyse the main and interaction effects of independent variables (Gender, Type of School and Residential background) on Adjustment of Adolescents.

Figure- 1

Layout of the 2x2x2 Factorial Design

(Gender, Type of School and Residential background)



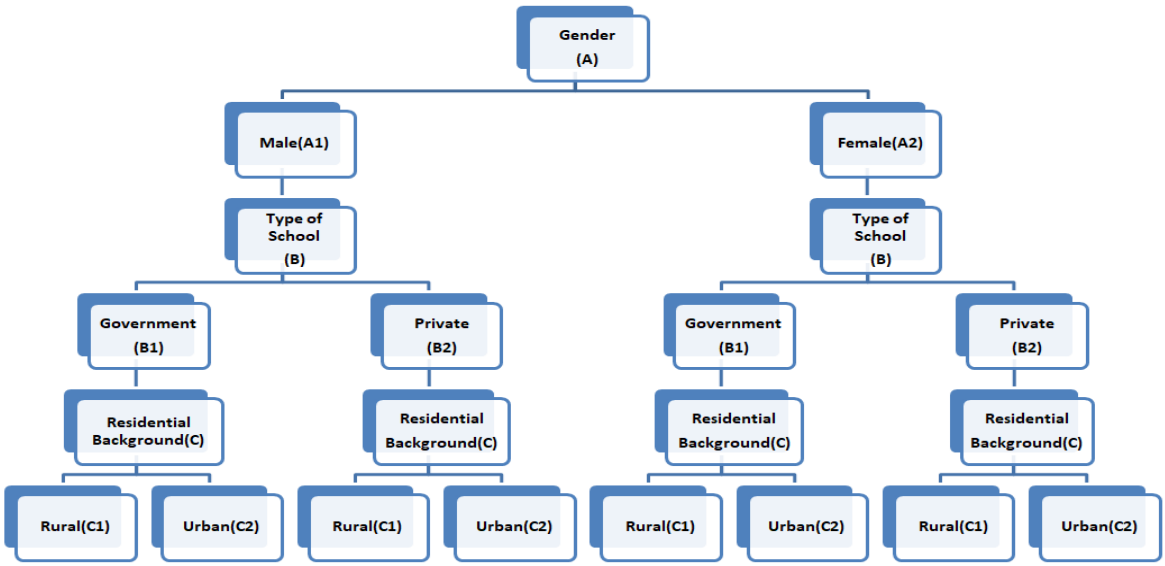
(Scores on Dependant Variable)

(Adjustment Scores for eight groups)

Figure- 2

Layout of the 2x2x 2 Factorial Designs

(Gender, Type of School and Residential background)



(Scores on Dependant Variable)

(Life Skills Scores for eight groups)

STATISTICAL ANALYSIS

The final data will be transformed to significant information by its organization, presentation, tabulation, analysis and interpretation. The subsequent statistical techniques will be used for analysis of the data gathered. Mean will be used to describe the average of whole score of sampled data. The standard deviation will be used to measure the variability of scores. Pearson's coefficient of correlation will be used to find out the relationship of the variables. t-test will be used to find the significance difference between two means of independent variables, whereas to test the significances among more than two means Analysis of Variance (ANOVA) will be used.

REFERENCES

Alam, Md. Mahmood (2018). Study of adjustment among senior secondary school students, *International Journal of Creative Research Thoughts*, *6*(1), 47-55. Retrieved 9/12/2021 from IJCRT1801006.pdf

Biplob and Sabiha (2020). Adjustment and depression of adolescent. *Journal of Biological Sciences, 9*(1&2), 125-140. Retrieved 9/12/2021 from

https://www.researchgate.net/publication/345814294_Adjustments_and_Depression_of_Adolescents

Chauhan, V. (2014). A study on adjustment of higher secondary school students of Durg district. *IOSR Journal of Research & Method in Education, 1*(1), 50-52.

Retrieved on 8/12/2021 from I0115052.pdf (iosrjournals.org)

Chaulia, Amandeep (2020). A study of educational adjustment among adolescents in relation to their life skills. *Journal of Critical Reviews*, *7*(3), 1783-1786 from https://www.bibliomed.org/mnsfulltext/197/197-1627792514.pdf?1639393728

Devika, R. (2014). A comparative study of the adjustment of secondary school students. *Journal on Educational Psychology*, *7*(3), 18-22. Retrieved 8/12/ 2021 from ERIC - EJ1098608 - A Comparative Study of the Adjustment of Secondary School Students, Journal on Educational Psychology, 2014.

Dorji, Phub and Yangzom (2018). Life skills education as a positive disciplining intervention for students with disciplinary issues in the school. *Rabsel - The CERD Educational Journal*, *19*(2), 18-37. Retrieved 8/12/2021 from

https://www.researchgate.net/publication/348962159_Life_Skills_Education_as_a_Positive_Disciplining_Intervention_for_Students_with_Disciplinary_Issues_in_the_School_Life_Skills_Education_as_a_Positive_Disciplining_Intervention_for_Students_with_Discip

Gupta, Madhu and Mehtani, Dimple (2017). Adjustment among secondary school students: A comparative study based on academic achievement and gender. *Bhartiyam International Journal of Education & Research*, *6*(1), 1-12.

Retrieved 8/12/2021 from

https://www.researchgate.net/publication/320691689_Adjustment_among_secondary_school_students_A_comparative_study_on_the_basis_of_academic_achievement_and_gender

Jalal, R. (2020). A comparative study of adjustment among urban and rural students. *Mukt Shabd Journal*, 9(6), 2347-3150. Retrieved 6/12/2021 757-june2020.pdf (shabdbooks.com)

Jitender (2014). Life skill education for adolescent: coping with challenges. *Scholarly Research Journal for Humanity Science and English Language*, *1*(2), 181-190. Retrieved 6/12/2021 from

[Read only]1201-1422516605- Cooperation Document (wps.com)

Kasundra, R. J and Singh, I.S (2020). Adjustment among secondary school Students in relation to their gender and residence area. *International Journal of Indian Psychology*, *8*(2), 719-725. Retrieved on 8/12/2021 from Adjustment among secondary school Students in relation to their gender and residence area » The International Journal of Indian Psychology (ijip.in)

Kaur, Jaspreet, and Gupta, P. (2019). A study of adjustment among secondary school students in relation to their home environment. *International Journal of 360 Management Review*, *7*, 33-37. Retrieved on 8/12/2021 from 9.pdf (ij360mr.com)

Kaur, G. and Singh, S. (2019). Adjustment patterns of adolescent students in relation academic stress. *International Journal Research and Analytical Reviews*, *6*(1), 508-513.

Retrieved 8/12/2021 from ijrar_issue_20543010.pdf

Mangal, S.K (2007). *Advanced educational Psycology-2nd Edition*. Prentice Hall of India Pvt. Ltd, New Delhi.

Makwana, M. D., & Kaji, S. M. (2014). Adjustment of secondary school students in relation to their gender. *The International Journal of Indian Psychology*, *2*(1), 5-12. Retrieved 6/12/2021 from

01_Mahesh_D._Makwana-with-cover-page-v2.pdf (d1wqtxts1xzle7.cloudfront.net)

Meenu and Ritu (2021). Life skills among secondary school student: a study across gender. *International Journal of Multidisciplinary Education Research*, *10*(3),26-32. Retrieved 6/12/2021 from 7. 7.pdf

Mysore, Narasimha, Vranda and Rao, M.C. (2011). Life skills education for young adolescents - Indian experience. *Journal of the Indian Academy of Applied Psychology*, *37*, 9-15. Retrieved 8/12/2021 from

https://www.researchgate.net/publication/293431585_Life_skills_education_for_young_adolescents_-_Indian_experience

Paramanik, J., Saha, B., & Mondal, B. C. (2014). Adjustment of secondary school students with respect to gender and residence. *American Journal of Educational Research*, *2*(12), 1138-1143. Retrieved 6/12/2021 from

Adjustment of Secondary School Students with Respect to Gender and Residence (sciepub.com)

Prajapati, Ravindra, Sharma, Bosky and Sharma, Dharmendra (2017). Significance of life skills education. *Contemporary Issues in Education Research. 10,* 1-6. Retrieved 9/12/2021 from Microsoft Word - 7962 Prajapati.docx (ed.gov)

Rani, Parveen (2017). Study of adjustment problems among adolescents. *Scholarly Research Journal of Interdisciplinary Research*, *4*(31), 5846-5850. Retrieved 2/12/2021 from 152793253490. Parveen Rani MAY-JUNE 2017.pdf (srjis.com)

Rani, Sonu and Neeraj (2020*).* A study on life skill of senior secondary students. *International Journal of Scientific Research in Science and Technology*, *7*(6), 104-112. Retrieved 8/12/2021 from

https://www.researchgate.net/publication/348552561_A_Study_on_Life_Skill_of_Senior_Secondary_Students

Rashmi (2017). Life skills and adolescence in rural background in India. *International Journal for Innovative Research in Multidisciplinary Research*, *3*(1), 99-101. Retrieved 8/12/2021 from 201701031.pdf (ijirmf.com)

Rawat, D.K and Singh, B. (2018). Life skills of senior secondary students: A study of Mau Nath Bhanjan city. *International Journal of Creative Research Thoughts*, *6*(1), 1325-1337. Retrieved 9/12/2021 from

https://www.researchgate.net/publication/343450821_Life_Skills_of_Senior_Secondary_Students_A_Study_of_Mau_Nath_Bhanjan_City

Reena (2019). Life skill education; Concern for educationist for wholistic development of adolescents, *Paripex – Indian Journal of Research*, *8*(1), 31-32. Retrieved 8/12/2021 from https://www.researchgate.net/publication/331047614_life_skills_education_concern_for_educationists_for_wholistic_development_of_adolescents

Sharma, R. A. (2002). *Fundamental of education Psychology*. Surya Publication: Meerut.

Sagari, G. (2021). Common problems of adolescence and their solutions. Retrieved 9/12/2021 from 11 Common Problems Of Adolescence, And Their Solutions (archive.org)

Stanley, L. R., Comello, M. L. G., Edwards, R. W., & Marquart, B. S. (2008). School adjustment in rural and urban communities: Do students from "Timbuktu" differ from their "City Slicker" peers? *Journal of Youth and Adolescence*, *37*(2), 225-238.

Retrieved 6/12/2021 from link.springer.com

Thanikaivel, M. (2017). Adjustment problems among school going adolescent students. *EPRA International Journal of Multidisciplinary Research*, *2*(8), 1-3. Retrieved on 8/12/2021 from

https://www.researchgate.net/publication/329521960_ADJUSTMENT_PROBLEMS_AMONG_SCHOOL_GOING_ADOLESCENT_STUDENTS

The World Health Organization (2020). Retrieved 9/12/2021 from Adolescents: health risks and solutions

Walia, J.S. (2007). *Development of the learner and teaching- learning process*. Ahim Paul Publishers: Jalandhar (Punjab).

Wadhawan, K. (2018). A study of emotional, social and educational adjustment of senior secondary students of Panchkula. *International Journal of Research in Social Sciences*, *8*(4), 804-816. Retrieved on 8/12/2021 from

https://www.ijmra.us/project%20doc/2018/IJRSS_APRIL2018/IJMRA-13677.pdf

World Health Organization in *Wikipedia, the Free Encyclopaedia*. Retrieved 8/12/2021
from https://en.wikipedia.org/w/index.php?title=World_Health_Organization&oldid=1060045763